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## ABSTRACT

Discipline in the nation's schools has become a pressing problem. The widespread use of punitive disciplinary methods, including probation, suspension, and expulsion, can estrange students from schools, negatively "label" affected students, and burden communities with unsupervised youths. Rehabilitative forms of discipline for students include inschool suspension, special day-long classes, and behavior contracts. Knowledge of conditions fostering these forms of punishment can help change the social structure of high schools and enhance instruction. Three hundred sixty-five Michigan principals returned questionnaires evaluating discipline procedures and school security, community, school climate, and principal characteristics. Short-term and inschool suspension, assignment to special day-long classes, and school probation were the most frequently used disciplinary methods in suburban and urban schools. Suburban districts were the most likely to employ inschool suspension, given greater resource availability. Bivariate relationships reveal that discipline and the dissemination of punishment is a function of community type (urban versus rural), enrollment, number of special education teachers, percentage of students receiving federally funded lunches, percentage applying to college, and the numbers of professional staff employed. Excepting federally funded lunches and applications to college, all predictors are statistically and significantly correlated with the application of punitive disciplinary techniques. Variables associated with violent schools are related to schools that are more likely to administer punitive methods of discipline. (TEJ)

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## Public High Schools: The Uses of Rehabilitative and Punitive Forms of Discipline

Anthony T. Adams

EA024717

Public High Schools: The Uses of Rehabilitative  
and Punitive Forms of Discipline

Eastern Michigan University

Ipsant, Michigan 48197

17 December 1992

Dr. Jeffrey Gilmore  
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Dear Program Officer:

Enclosed is a copy of the Final Report for the OERI  
Fellowship 1991/92 program. Although this is a final report for  
fellowship purposes, it should be viewed more appropriately as a  
single report of several forthcoming pieces. Please keep the  
file open and active as I intend to send you works which are a  
result of the fellowship/grant. I am sure you will find that the  
fellowship was an investment well made.

In March 1993, I will be presenting a paper entitled "Public  
High Schools: The Uses of Rehabilitative and Punitive Forms of  
Discipline" at the Eastern Sociological Society Meeting in  
Boston, MA. In addition, I have just recently completed a  
proposal for internal funding through Eastern Michigan University  
to work on a Manuscript for publication from the data which I  
collected during the OERI fellowship.

I submitted my employment dossier for tenure review in mid-  
October 1992. At this juncture, the departmental personnel  
committee and the department head have recommended that tenure be  
conferred. I am eagerly awaiting to hear from the Dean of the  
college and the Provost's office. I am certain that the OERI  
fellowship has helped tremendously in the evaluation process.

The enclosed report examines the relationship between school  
and community-economic characteristics and school discipline. In  
short, what is abundantly clear from the data is that many of the  
same characteristics which are associated with violent schools  
are related to schools which are more likely to administer  
punitive methods of discipline. Violent schools and schools  
which use punitive disciplinary practices tend to have large  
enrollments, numbers of students who drop-out, numbers of student  
and teacher transfers, and special education teachers.  
Community-economic measures which are significantly related to  
the use in punitive discipline include the percentage of students  
receiving federally funded free or reduced priced lunches, size

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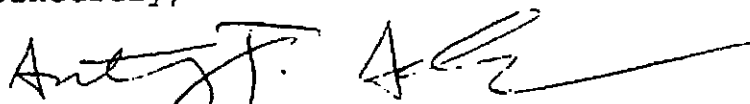
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of the community where the school is located, the percentage of students applying to two and four-year colleges, and the number of professionals inside the school building. A more comprehensive examination of the data are underway.

1800 443 3742

As always, I hope things are going well for you.

Sincerely,



Anthony T. Adams, Ph.D.  
Assistant Professor of Sociology  
Eastern Michigan University

ATA

**Public High Schools: The Uses of Rehabilitative  
and Punitive Forms of Discipline**

**A Final Report**

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Discipline in our nation's public schools has become a pressing problem. The problem has escalated to a level where students can not learn and teachers can not teach. To compound the problem are classrooms filled with large numbers of students, the eminent fear and potential of lawsuits influenced by recent court decisions and new state regulations, pressure from liberal opinion groups, and changing public attitudes towards the rights of individuals (Hurn 1993:252-53). These factors, in part, have contributed to the widespread use of punitive disciplinary methods.

Punitive methods of discipline include probation, suspension, and expulsion. This form of discipline may have serious implications for several reasons. Punitive forms of discipline remove students from their schools. This can potentially estrange students from their schools. Moreover, these students are likely to fall behind in school because they miss invaluable classroom instruction. Second, expellees are sometimes subjected to a "labeling" process whereby teachers and staff interact differently towards these students who are notorious for disruptive behavior. Third, communities may also be burdened by youths who go unsupervised as a result of having been removed from school. These youths may be prone to acts of vandalism and

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malicious destruction of property, automobile theft, and sometimes gang affiliation and activity. Fourth, schools as an agent of socialization function to promote discipline, order, cooperation, and conformity to institutional norms; these are important skills needed for survival in a technologically advanced and bureaucratized society (Burton 1988:10; Children's Defense Fund 1985; Collins 1985).

Rehabilitative forms of discipline include in-school suspension programs, special day-long classes for disruptive students, and establishing behavior contracts between students and teachers. This form of discipline punishes students for behaving inappropriately, but also recognizes and rewards appropriate behavior. Rehabilitative disciplinary practices are believed to offer an array of hope, compassion, and sensibility in dealing with students who are important human resources. It is uncertain, however, which of the two theoretical approaches work better.

The application of certain kinds of disciplinary actions may result in greater societal problems. Although we can not empirically assess the social implications of certain kinds of discipline, it is widely accepted that certain forms of discipline exacerbate other social problems. Disciplinary techniques must be applied rationally with concern about their potential consequences.

In this report I examine the application of school discipline as a function of school and community-economic characteristics.

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The intent is to provide empirical evidence about the conditions which foster the use of certain forms of discipline. Our knowledge of these conditions has the potential to change the social structure of public high schools and enhance the quality of instruction.

## The Study

### Population and Sample

In the Fall of 1991 principals in all general population high schools in Michigan were sent a sixty-item questionnaire booklet containing attitudinal and behavioral questions about discipline procedures and school security, community, school climate, and principal characteristics.<sup>1</sup> Three hundred and sixty-five principals returned the questionnaires, a response rate of 61 percent. The survey provides a comprehensive examination of the status of discipline in Michigan public secondary schools.

For this report I will examine the effects of school and community economic characteristics on the use of rehabilitative and punitive forms of discipline utilizing the entire sample. The range of public senior high schools in Michigan is probably not atypical of most states. Principals who completed the questionnaires come from high schools located in rural/farming, suburbs within cities, small and big cities, and large urban inner-city areas. These areas may be densely populated large-

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<sup>1</sup>A general population high school is one serving students in grades 7 - 12 that is not an alternative, special education, technical, or private school.

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cities with a host of urban problems, or schools which are adjacent to university campuses. These schools attempt to emulate the academic traditions of the nearby university counterparts.

### Analyses and Presentation of Results

I begin the analysis by describing the disciplinary practices of Michigan high schools. This is accomplished by delineating some of the general characteristics which might affect the use of certain disciplinary forms. I will then differentiate, empirically, between rehabilitative and punitive forms of discipline. The next aim is to determine which factors most greatly facilitate their use. Finally, I present correlations and multiple regression models to investigate the concomitant affects of school and community-economic characteristics on the dissemination of rehabilitative and punitive forms of discipline.

## **Variables**

### Disciplinary Methods

#### Short-term Suspension

A suspension of 1 - 10 days. The student is not allowed to attend school. They are usually for less-serious offenses including insubordination, absenteeism, profanity, forgery, etc.

#### In-School-Suspension (ISSs)

For certain infractions students are sanctioned by attending a mandatory detention-like center where they are sometimes



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carefully scrutinized, homework assignments must be completed,  
and their mobility in and about the school may be restricted.

There is great variability in ISS programs' staffing, resources,  
and protocol.

### Special Day-long Classes for Disruptive Students

Although usually administered for minor offenses, it may be used in conjunction with other disciplinary methods. Many schools have adopted special classes for students who routinely misbehave. These classes are designed to teach students how to effectively problem-solve and deal with their emotions and problems in more socially acceptable ways.

### Probation

Probation is usually administered for minor offenses. Students who are placed on behavioral probationary status are typically not allowed to attend school activities such as dances, athletic events, and other functions.

## DEPENDENT MEASURES

### Rehabilitative Disciplinary Methods

Is the sum of in-school-suspensions and all day classes for disruptive students. The log to the base 10 was then used to correct for skewness. The indicator was designed to measure the use of rehabilitative forms of discipline.

### Punitive Disciplinary Methods

Is the sum of short-term-suspension and probations. The log to the base 10 was then used to correct for skewness. The

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indicator was designed to measure the use of punitive forms of discipline.

### INDEPENDENT MEASURES

#### School Measures

##### Enrollment

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Total number of students enrolled during the 1990/91 school year. Increases in school enrollment should correspond to increases in the use of punitive discipline. The opposite is expected with rehabilitative discipline.

##### Turbulence

The sum of the number of teachers and student transfers, and student drop-outs. The log to the base of 10 was used to correct for skewness. Turbulence should be positively associated with punitive discipline. The opposite is expected with rehabilitative discipline.

##### Drop-outs

The number of students who dropped out divided by enrollment and then multiplied by 100. Thus you have a rate of drop-out per 100 students. The drop-out rate should be positively associated with punitive discipline. The drop-out rate should be inversely related to rehabilitative discipline.

##### Guidance Counselors

The number of guidance counselors divided by enrollment and then multiplied by 100. Thus you have a rate of guidance counselors per 100 students. Increases in the ratio of guidance counselors to students should correspond to declines in the use

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of punitive discipline, and should be positively associated with rehabilitative discipline.

#### Special Education Teachers

The number of special education teachers. This variable was transformed to the Log of base 10 to correct for negative skewness. Increases in the number of special education teachers should be positively correlated with punitive discipline, and should be inversely related to rehabilitative discipline.

#### Community-Economic Variables

##### Free Lunch

Percentage of students receiving federally funded, reduced priced or free lunches. Increases in the number of students receiving federally funded lunches should be positively associated with punitive discipline and inversely related to rehabilitative discipline. Schools in impoverished neighborhoods tend to have higher percentages of students who qualify for federally subsidized lunches.

##### Applying

Percentage of students applying to two-year or four-year colleges. Increases in the number of students applying to college should be inversely related to the use in punitive discipline, and positively related to the use of rehabilitative discipline. Schools in wealthier districts tend to have greater numbers of students applying to college.

##### Bigcity

A dummy variable coded 1 = schools located in large cities

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with 50,000 people or more. 0 = schools located in all other types of areas (Suburbs, small city, and rural areas). Big city school districts are more likely to use punitive discipline, while suburban and small city areas use rehabilitative discipline. These schools tend to have larger student bodies, high ratios of students-to-teachers, limited physical space to allocate for in house discipline programs, and fewer resources.

### Professional Index

Is the sum of the number of education professionals inside the school building. This index is comprised of the number special education teachers, reading specialists, and teachers' aides. Increases in professionals and para-professionals should be inversely associated with punitive discipline and positively correlated with rehabilitative discipline.

### Results

In this section I describe the extent to which certain disciplinary methods are applied by addressing the following questions: 1) What are the rankings for the most frequently used disciplinary methods? 2) Graphically, what do the five most frequently used methods of discipline look like? 3) Do methods of discipline vary according to the type of community (large city, suburb of a city, etc) from which they emanate?

The Top-ten disciplinary methods [Insert Table 2 and 2a here]

The disciplinary methods are ranked according to the overall

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average for each method.<sup>2</sup> Short-term and in-school suspensions, assignment to special day-long classes for disruptive students, and school probation are the most frequently used methods of discipline. The frequent use in short-term suspensions is most likely to be because of their ability to quickly diffuse unpleasant situations and the swiftness with which they can be applied.

Short-term suspension by community type [Insert Table 3 here]

Schools in suburban school districts (72%) and large cities in the excess 50,000 people (65%) are most likely to have forty or more short-term suspensions.<sup>3</sup> Schools found in small cities with populations less than 50,000 (58%) and rural/farming areas (35%) are the least likely to employ short-term suspensions as a disciplinary method.

In-school-suspension programs by community type [Insert Table 4 here] Suburban schools and districts are most likely to use In-School-Suspension (ISS) programs (48%). They are followed by schools located in large cities (24%), small city schools (20%), and schools in rural/farming areas (8%).<sup>4</sup> This finding is consistent with our assertion that suburban schools and districts have adequate and sufficient resources to run ISS programs. This

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<sup>2</sup>In Table 2a only five of the top ten disciplinary forms are shown because space would not accommodate all bars.

<sup>3</sup>The median was used as the cutting point for both variables for simplicity.

<sup>4</sup>Caveat: Disciplinary practices were not standardized by population characteristics for each region or community size. These data were unavailable for this purpose.

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finding is consistent given that ISS programs are run in a greater frequency in more affluent schools with adequate staffing and resources. Why large-city school districts rank second to suburban schools in their use of ISS programs requires further exploration.

Special day-long classes for disruptive students by community type [Insert Table 5 here] The difference between schools located in communities of various sizes which administer special day-long classes for disruptive students are negligible. They vary only by as much as three percentage points. There are no significant differences in the use of special day-long classes for disruptive students by community type.

Probation by community type [Insert Table 6 here] Schools in large cities are most likely to use school probation as a disciplinary method (88%) followed by suburban (65%), small city (51%), and rural/farming schools (42%). Because space precludes the exposition of several other univariate graphs, I will demonstrate relationships between variables by examining bivariate correlations and multivariate analysis.

#### Relationships Between School, Community Economic Characteristics, and Disciplinary Methods

I present the correlations between school, community economic characteristics, and disciplinary practices. Because bivariate measures give us only measures of association between two variables at a time, I then introduce multiple regression analysis as a way to explain variation in the use of punitive and

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rehabilitative discipline. The intent is to present the results in a way that is easily interpreted by those without a strong background in statistics.

Correlations [Insert Table 8 and 8 (b) here]

Many of the zero-order correlations are statistically significant and follow the direction substantively specified. Correlations are presented for each predictor by the two forms of discipline. Punitive discipline is presented first.

### Regression Analysis

Ordinary least squares regression was used as the statistical device.<sup>5</sup> Preliminary findings suggest that many of the same school and community characteristics which are typically associated with violent schools are found in schools which are most likely to use punitive forms of discipline. These school characteristics include the number of students enrolled, drop-outs, number of student and teacher transfers, and special education teachers. Community-economic measures which highly predict the use of punitive discipline include the percentage of students receiving federally funded free or reduced priced lunches, size of the surrounding community the school is located within, the number of students applying to 2-year and 4-year colleges, and the number of professionals inside the building.

In the first equation punitive forms of discipline is

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<sup>5</sup>For those readers with a limited knowledge of regression analysis techniques are encouraged to read Achen (1982) Interpreting and Using Regression. Beverly Hills: Sage Publications.

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regressed on five school and four community-economic characteristics. The standardized coefficients and P values are presented [Insert Table 9 here]. Forty-seven percent of the variation in the use of punitive forms of discipline, short-term suspensions and probation, are explained by introducing the variables. School enrollment and the number of student and teachers who transfer into and out of the school are significantly related to the use of punitive discipline. Schools with large enrollments and large numbers of students and teachers who transfer are more likely to use punitive discipline. The drop-out rate and the number of special education teachers contributes to the use of punitive discipline as well.

The ratio of students to guidance counselors does not follow prior expectations and the coefficient is inverse. This finding suggest that increases in the number of guidance counselors could be a response to schools which largely rely on the use of punitive disciplinary methods.

The percentage of students applying to two-year and four-year colleges is a measure of the school's community-economic conditions. Wealthier districts tend to have greater numbers of students who apply to college. Wealthier districts should be less likely to use punitive discipline. This finding is consistent with the inverse relationships between the percentage of students applying to college and a decline in the use of punitive discipline. The other predictors: large city, percent students receiving federally funded reduced priced or free



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lunches, and the composite professional index comprised of the number of special education, reading specialists, and teachers aides affects are negligible, but follow substantive expectations.

In the second equation rehabilitative forms of discipline is regressed on the five school and four community-economic characteristics [Insert Table 10 here]. The standardized coefficients and P values are presented. Seven percent of the variation in the use of rehabilitative forms of discipline, in-school-suspension and special-day-long classes, are explained by the multivariate affects of school and community-economic variables. The drop-out rate is, however, the strongest predictor among the school characteristics. The drop-out rate is positively correlated with rehabilitative discipline. This is opposite of what I expected because increases in the number of drop-outs should correspond with declines in the use of rehabilitative discipline which is a characteristic of schools with greater school/organizational problems.

The percentage of seniors applying to college and the professional staff index are significantly associated with rehabilitative discipline. The coefficients are statistically significant at the .05 level. Increases in the percentage of students applying to college and the numbers of professionals is positively associated with the use of rehabilitative discipline. This follows the expectations stipulated earlier that wealthier schools are more likely to engage in rehabilitative practices

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because they have the resources in staff, space, and time to run these kinds of disciplinary programs. All of the other community economic variables follow the expected direction, but the affects are negligible.

## Summary

Let me summarize the findings for the reader. Bear in mind that this report is only one of several papers forthcoming to investigate the uses of rehabilitative and punitive forms of discipline. Several topical pieces will be examined in the future.

Bivariate relationships reveal that discipline and the dissemination of punishment is a function of community type (large city versus rural area), enrollment, number of special education teachers employed, percentage of the student population receiving federally funded lunches, percentage applying to college, and the numbers of professional staff employed. With the exception of the percentages of students receiving federally funded lunches and applying to college, all predictors are statistically and significantly correlated with punitive discipline.

The empirical finding, although tenuous, supports the general theoretical expectation of this topic. A word of caution is appropriate. This research has examined the functionality of two kinds of discipline, rehabilitative and punitive. Violent schools must use some social control mechanism. This study begins to address the appropriateness/inappropriateness of these social control methods. Many of the same school and community-economic features which are typically associated with violent schools are found in schools which are most likely to use punitive forms of discipline. These school characteristics

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include the number of students enrolled, drop-outs, number of student and teacher transfers, and special education teachers.

Community-economic measures include the percentage of students receiving federally funded free or reduced priced lunches, size of the surrounding community the school is located within, the number of students applying to 2-year and 4-year colleges, and the number of professionals inside the school building.

These results suggest that schools which are most likely to use punitive discipline are schools which have many of the same characteristics of violent schools. This is directly evident by the regularity in the pattern of the zero-order correlations as well in the regression analyses. Violent schools are the most likely to use punitive discipline.

## Summary of Fellowship Activities

The OERI fellowship provided me with a wealth of opportunities including time away from teaching to develop and pre-test a large-scale survey instrument, preparation for dissemination of the survey, the establishment of important contacts with education scholars, researchers and methodologists, and resources to build the project and watch it develop. The following is a month-by-month log of fellowship activities:

**September 1991.** Much of September was dedicated to reading and instrument development. Large-scale survey operations are a labor intensive process and should require teams of researchers and specialists. Writing, organizing, checking for technical soundness and deleting and adding items is a cumbersome and tedious job. Somehow I managed to accomplish this task.

I made the first of four visits to the Washington, DC area in late September. I was overwhelmed by the support I received from officials at the OERI office. During this visit I used the Library of Congress, the OERI library, and I was introduced to Dr. Oliver Moles and other key social scientists at the U.S. Department of Education. This experience was enlightening as well as informative.

**October 1991.** I spent a great deal of time carefully synthesizing the school discipline literature. Because my research problem had not been looked at in this manner, nor under this scope, I increased my knowledge base by critically examining scholars' works who have written about effective school

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discipline. Along side of my scholarly pursuits, I was constantly revising and seeking suggestions about the survey which was disseminated in mid-November.

I was requested to serve as a peer reviewer for the E.D. TABS: Public School Principal Survey on Safe, Disciplined, and Drug-Free Schools (A copy of my suggestions can be found in Appendix A). My review comments included remarks about the overall organization, content, and presentation of empirical data.

**November 1991.** It was a very busy and productive period in the survey operation. Clerical, grammatical, readability, and clarity issues were a primary concern near the tail end of the instrumentation phase. The survey package was assembled. This was a painstaking and arduous process that even the project director had to become involved in due to the lack of support staff. Envelopes and official letterhead were carefully folded, mailing labels were affixed, and each school was counted. The instrument was disseminated!

**December 1991.** I returned to Washington, D.C. I met with Ted Drews regarding the School District File Tapes. This data was to be wed with the Michigan High School Discipline Study data and was to provide social, demographic, and economic data about Michigan school districts. Unfortunately due to technical difficulties and limited support these data have not been merged.

On Tuesday December 3, 1991 I met with Dr. Gary Gottfredson of the Center for Social Organization of School at Johns Hopkins

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University. Dr. Gottfredson is one of the foremost experts on school violence and the co-author of Victimization in Schools. I

had an informative discussion with him about the discipline project and other concerns and problems in educational research.

We also attended a Brown-Bag lecture series. Dr. Floraline I. Stevens, a then Senior Research Fellow at the National Center for Education Statistics, discussed breaking down the barriers and getting access to school districts to conduct educational research. The presentation was well received.

**January/February 1992.** I began to receive some of the questionnaires in early January. The questionnaires were dated, identification numbers logged in, and a cursory examination of the data was conducted to detect patterns and regularities in the data.

**March/April 1992.** I made two visits to Washington, DC in early and late March. I presented my first Research Seminar on school discipline. Placing school discipline in a historical context, I examined the symbiotic relationship between the church, schools, and discipline. I then drew the connection between public opinion and the waning of corporal punishment and the effects of the "baby boomers," burgeoning classrooms and school buildings, on the impact in the use of exclusionary methods of discipline (i.e. suspension and expulsion). Approximately 15 people were in attendance.

My second presentation was "The Michigan High school Discipline Study: A Preliminary Report." This discussion

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primarily focused on describing aspects of school discipline in Michigan by examining the frequency and distribution of various disciplinary methods by region, community type within region, community type, and race of principal. The basis for this presentation was concerning methodological issues related to the study. At this juncture I had received only 55% of the questionnaires. Approximately 5 people attended. The poor turnout was partially attributed to a large number of brown-bag and seminars held during that week.

In addition, I presented a paper at the Eastern Sociological Society Annual Meeting in Arlington, VA **"Secondary School Discipline and Socioeconomic Determinism: Does School Discipline Vary According to its Social and Economic Conditions? A Research Agenda."** This presentation was a product of the OERI fellowship. In fact, it was a synthesis of the proposal that was submitted for the OERI fellowship. I carefully articulated the relationship between the uses of rehabilitative and punitive forms of discipline and the economic conditions of the schools. I then laid out how this thesis could be tested empirically by using the kinds of data collected in the Michigan High School Discipline Study. Approximately 9 people attended the session. **May/June 1992.** I was requested to serve as a reviewer for the Office Educational Research and Improvement's (OERI) mid-term grant evaluation for the National Center on Postsecondary Teaching, Learning, and Assessment. This eleven-page summary addressed the national center's progress in the areas of quality



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of work produced, technical and theoretical soundness, its benefits and dissemination innovations to cite a few. I was honored to serve in this capacity for our nation's federal government (A copy of my summary can be found in Appendix B).

Project Status as Related to Proposal Objectives

1. Summary statistics were presented for each variable in the data set. In particular, those variables which are of direct theoretical importance to the current phase of the study were given primary attention.

(a) Completed analysis consistent with project goals in assessing the links between school-contextual variables.

(b) Indirect indicators of the community structural bases for variation in discipline were used as proxies because technical problems have not allowed for the merging of the MHSDS with the School District File Tape. I will continue to work on merging the data sets.

2. Predictive models of school and community structure effect on discipline has been conducted using primarily behavioral kinds of measures. The next phase will entail an analysis of school discipline using various school climate (attitudinal) measures.

3. I will forgo the school profile component until specific analysis has been performed to determine which characteristics delineate a composite index. This will require factor analysis. This phase will also require assistance from OERI in the manufacturing and dissemination of recommendations to high schools. It was indicated that OERI would duplicate and forward

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copies of such a report to Michigan schools.

1. Preliminary findings have been presented at research seminars in Washington as well as regional conferences (See Fellowship activities p. 17).

2. I am currently working on a manuscript for submission to the Journal of the Sociology of Education. This journal has a diverse readership.

3. The school profile summary is behind schedule due to the lack of funding for departmental graduate assistants.

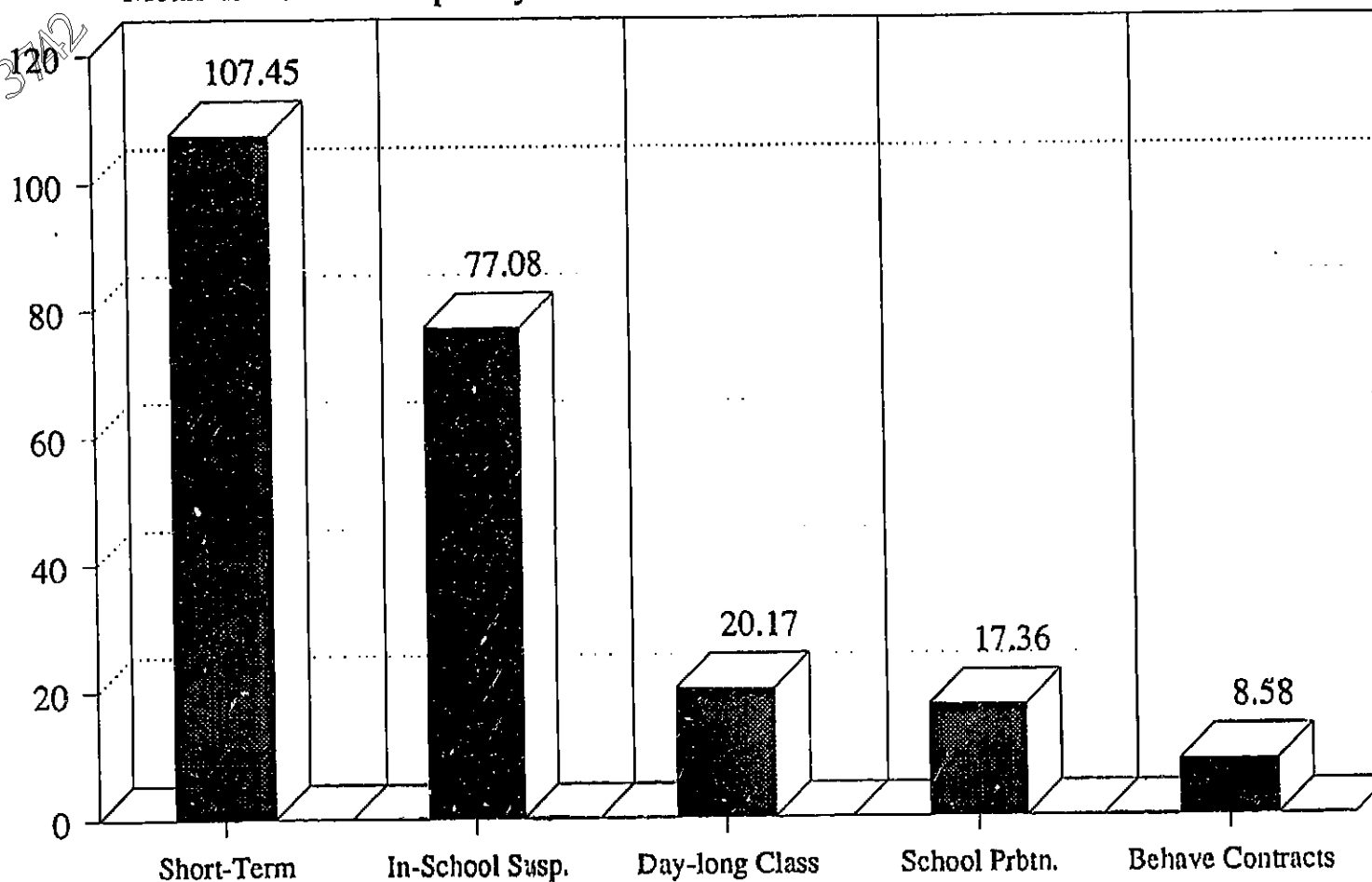
Table 2.

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Ranking of the Most Frequently Used Methods of Discipline in  
Michigan School Districts: Based on Overall District Average in  
Descending Order

	Average
1. Short-Term Suspension (1 - 10 days)	107.45
2. In-School Suspension	77.08
3. Assignment to Special Day-Long Class for Disruptive Students	20.08
4. Put on School Probation	17.36
5. Required to Establish Behavioral Contracts with Teachers	8.58
6. Long-Term Suspension (Over 10 days)	2.45
7. Transferred to Special for Disruptive Students	2.26
8. Disciplinary Transfer to Different Regular School	1.94
9. Expulsion	.99
10. Arrested by Police	.85

## Michigan's Top-Five Disciplinary Methods

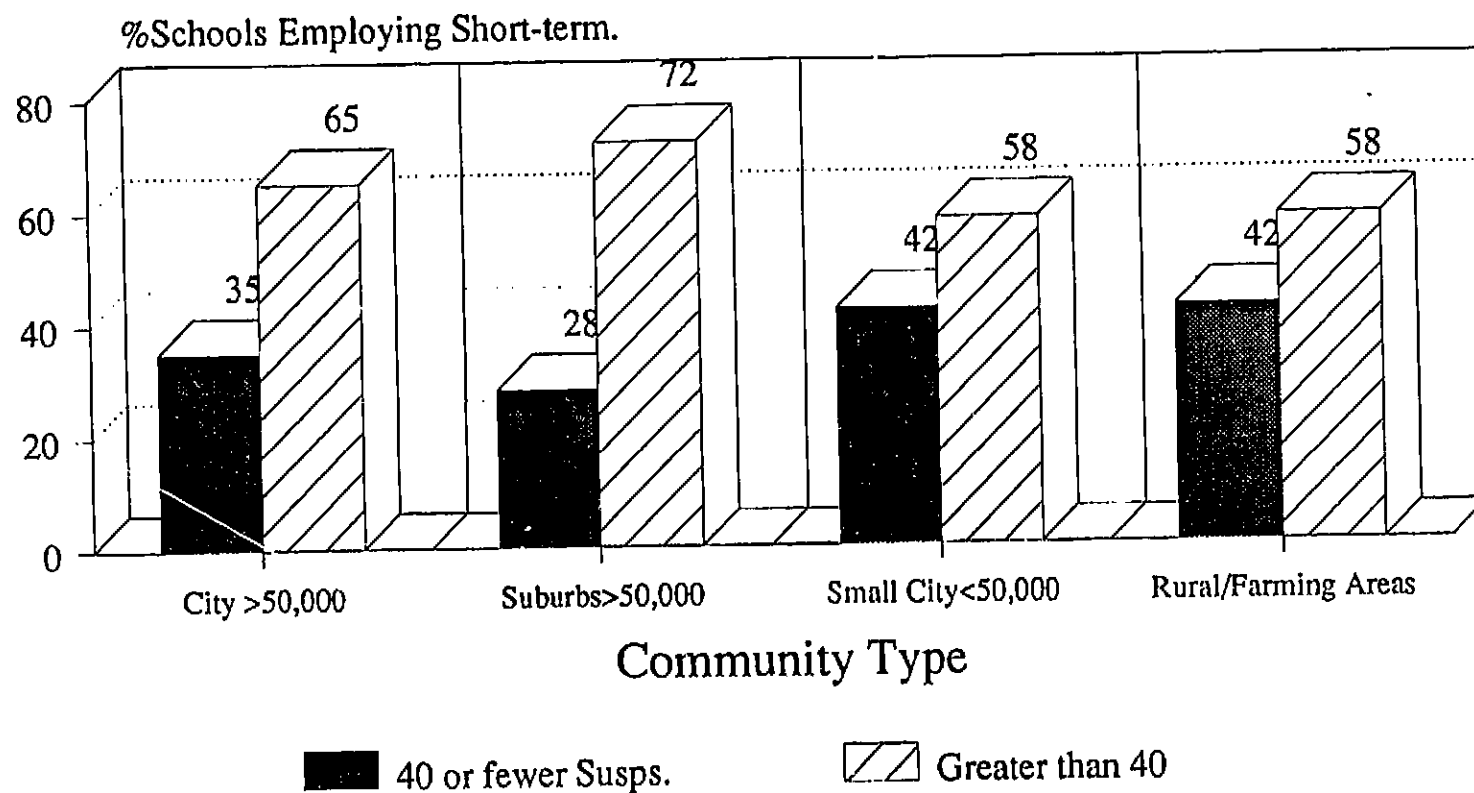
Mean number of disciplinary actions.



Michigan's Top-Five Discp. Methods.

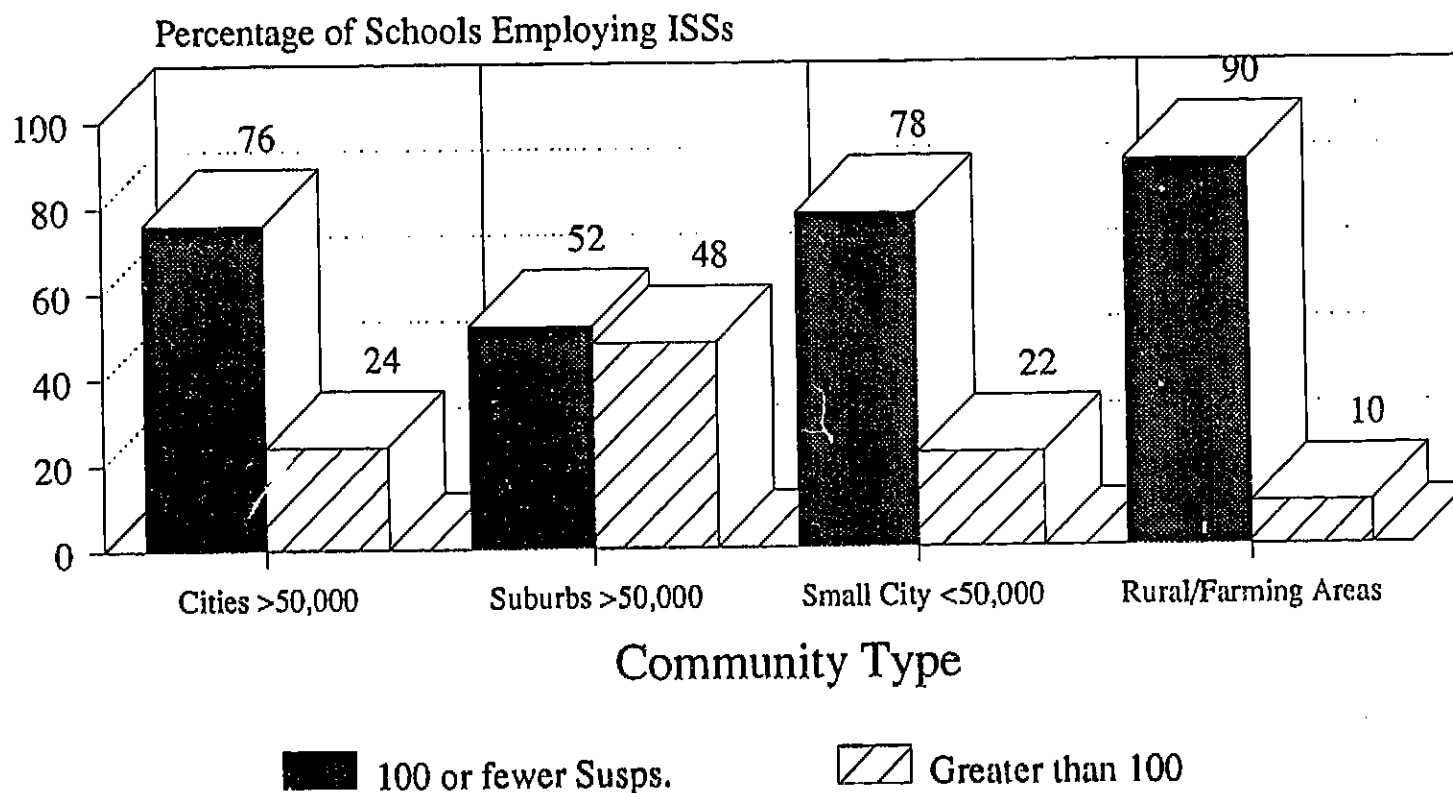
# Type of Community

## Percentage of Schools Using Short-term Suspension as a Discipline Method



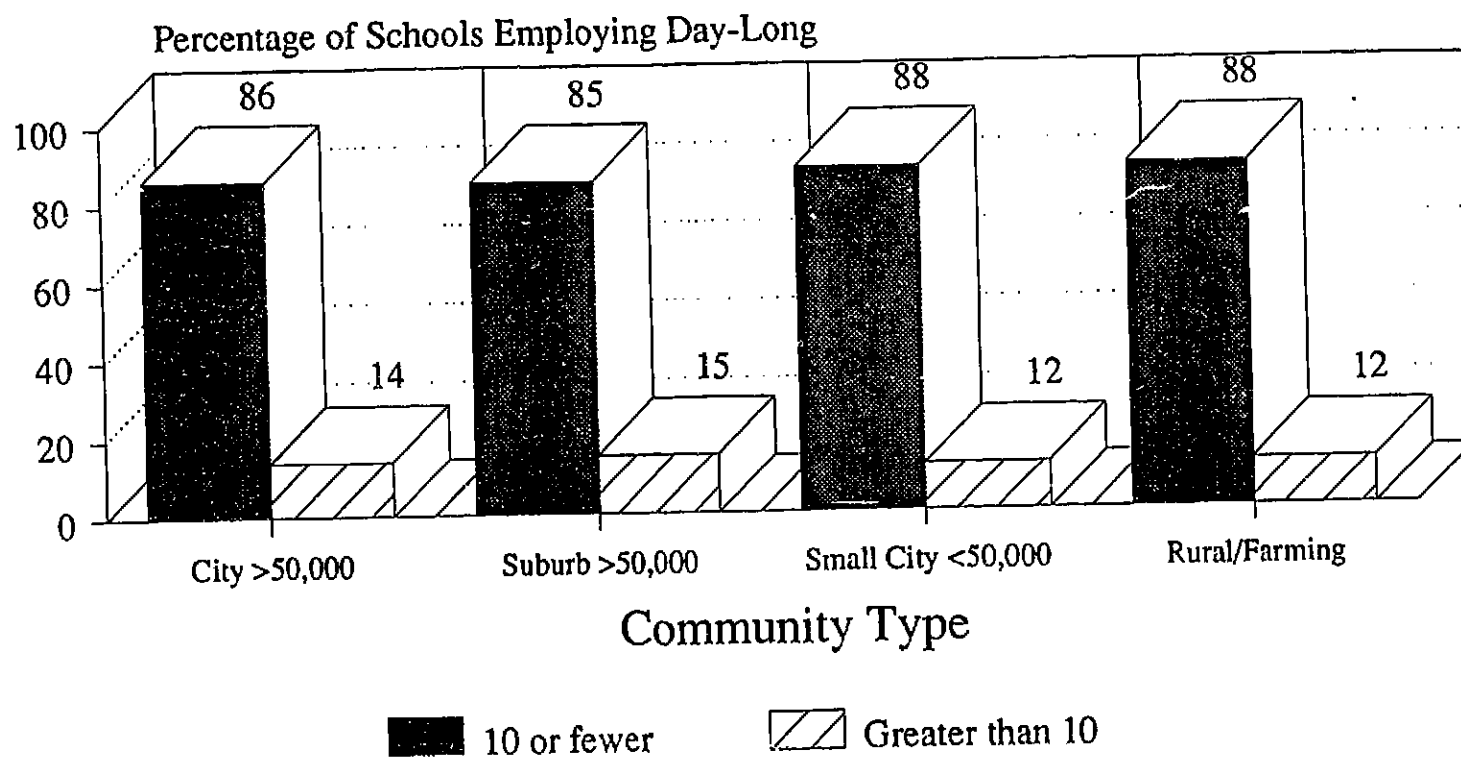
# Type of Community

## Percentage of Schools Using In-School Suspension Programs as Discipline Method



# Type of Community

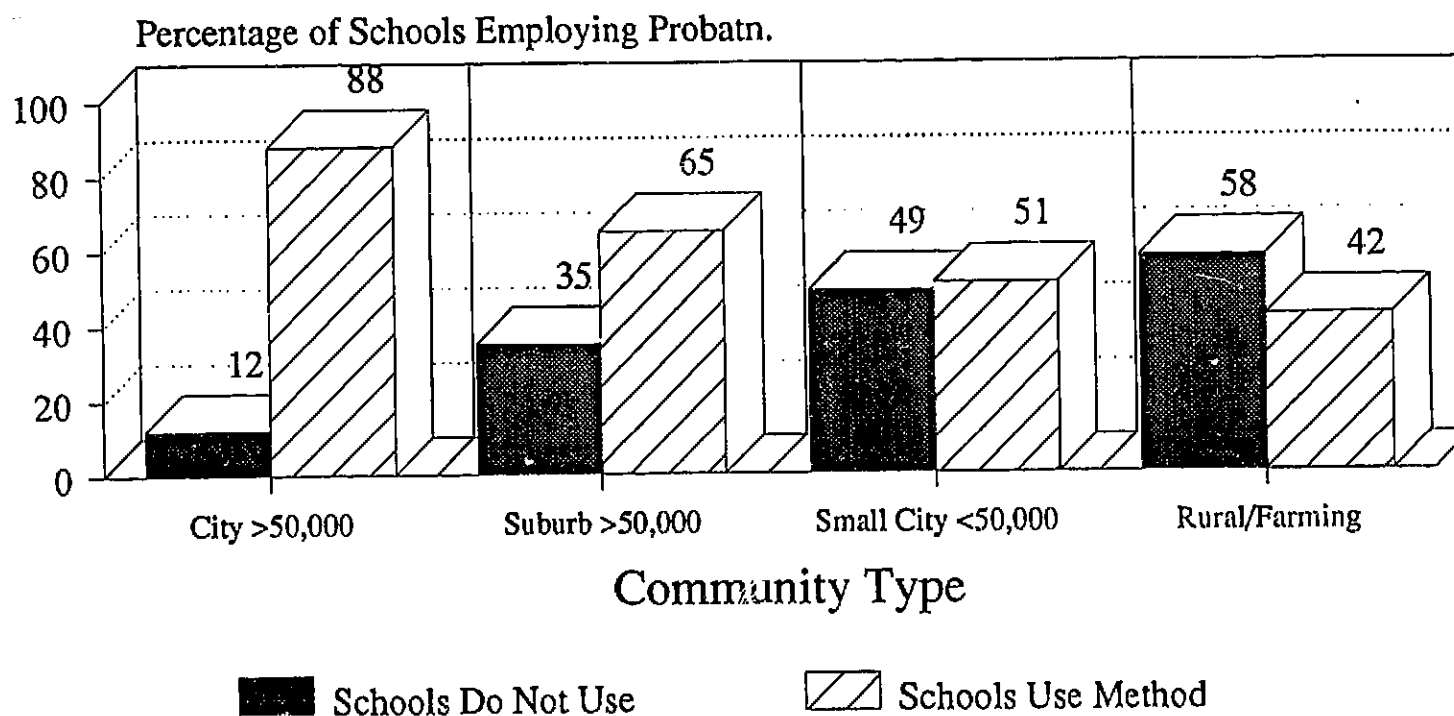
## Percentage of Schools Using Special Day-Long Class For Disruptive Students



The median was used as the cutting point for low/high categories.

# Type of Community

## Percentage of Schools Using School Probation as a Discipline Method



The frequency of probation as a discipline method varies from 1 to 1991. The average is 20.17.



## Zero Order Correlation for Punitive Discipline

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VariablePunitiveP

Enrollment

.59

.000

Drop Out Rate

.56

.000

Ratio of Students to Guidance Counselors

.47

.000

Number of Special Education Teachers

.48

.000

Turbulence

.49

.000

Percentage of students receiving federally  
funded free or reduced priced lunches

-.02

.357\*

Large City

.16

.003

Percentage of Students 2 or 4 years

-.03

.294

Professional Staff Index (Special Education,  
Reading Specialists and Teachers Aides)

.27

.000

## Zero Order Correlation for Rehabilitative Discipline

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VariableRehabilitativeP

Enrollment

.12

.020\*

Drop Out Rate

.08

.070\*

Ratio of Students to Guidance Counselors

.07

.095

Number of Special Education Teachers

.16

.004\*

Turbulence

-.01

.418

Percentage of students receiving federally  
funded free or reduced priced lunches

-.13

.022\*

Large City

.08

.087

Percentage of Students 2 or 4 years

.14

.008\*

Professional Staff Index (Special Education,  
Reading Specialists and Teachers Aides)

.18

.001\*

# Multiple Regression for Punitive Discipline [R-square .47; N=196]

<u>Predictor</u>	<u>Beta</u>	<u>P</u>
Enrollment	.312	.001*
Drop-Out Rate	.020	.832
Ratio of Students to Guidance Counselors	.197	.051*
Number of Special Education Teachers	.104	.227
Number of Students and Teacher Transfers	.241	.004*
<hr/>		
Large City	.017	.756
Percentage of students receiving federally funded free or reduced priced lunches	.062	.264
Percentage of Students 2 or 4 year	-.126	.055*
Professional Staff Index (Special Education, Reading Specialists and Teachers Aids)	-.016	.801

# Multiple Regression for Rehabilitative Discipline [R-square .07; N=221]

<u>Predictor</u>	<u>Beta</u>	<u>P</u>
Enrollment	-.053	.631
Drop-Out Rate	.226	.054*
Ratio of Students to Guidance Counselors	-.065	.537
Number of Special Education Teachers	-.026	.804
Number of Students and Teacher Transfers	-.090	.384
<hr/>		
Large City	-.065	.357
Percentage of students receiving federally funded free or reduced priced lunches	-.115	.098
Percentage of Students 2 or 4 year	.168	.027*
Professional Staff Index (Special Education, Reading Specialists and Teachers Aids)	.177	.030*

U.S. DEPARTMENT OF EDUCATION  
OFFICE OF EDUCATIONAL RESEARCH AND IMPROVEMENT

NATIONAL CENTER FOR EDUCATION STATISTICS

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October 31, 1991

1800 443 3742

Mr. Anthony Adams, Ph.D.  
Assistant Professor of Sociology  
Department of Sociology, Anthropology,  
and Criminology  
Eastern Michigan University  
Ypsilanti, Michigan 48197

Dear Dr. Adams:

Thank you for agreeing to participate in the publication review process for the National Center for Education Statistics (NCES). Peer review is an essential part the Center's Publication Guidelines.

Enclosed is a copy of E.D. TABS: Public School Principal Survey on Safe, Disciplined, and Drug-Free Schools. This publication is scheduled for release in early February. Please review the publication for overall organization and content. You may want to write comments on the manuscript, but please put your general comments and recommendations in writing because I must submit copies to the NCES Chief Statistician for review before the publication is adjudicated.

The adjudication meeting to discuss reviewers' comments/recommendations has been scheduled for Monday November 18, 1991 at 9:30 am in Room 421 of Capital Place, 555 New Jersey Avenue, NW. All reviewers are asked to attend, if possible.

Please send your comments to me no later than COB Tuesday November 12th. You may wish to FAX your comments to me; use #(202) 219-1728.

If you need any additional information, please call me on (202) 219-1333.

Sincerely,

*Judi Carpenter*  
Judi Carpenter,  
Project Officer, FRSS

Enclosure



# Eastern Michigan University

Ypsilanti, Michigan 48197

1800 443 3742  
November 12, 1991

Judi Carpenter, Project Officer, FRSS  
U.S. Department of Education  
Office of Educational Research And Improvement  
National Center For Education Statistics

Dear Judi:

I have reviewed the E.D. TABS: Public School Principal Survey on Safe, Disciplined, and Drug-Free Schools. Overall, the report, which is primarily data presented in tabular form, is clearly documented and uses the standard conventions for presenting this kind of data.

First, since all of these data are presented in tabular form it might be useful, for the reader, to also present the Chi Square values. This would inform the reader of the differences between the actual and predicted cell values. Thus allowing the reader to make judgements about the sampling distribution and whether significant differences exist between obtained frequencies versus those which would be expected. I would think this is important given the nature of the sampling procedure used. In addition, I think it would be useful to include the marginal totals for these tables. For instance, in Table 1 the percentage of *principals who indicated the extent of serious problems* occurring in schools is small. These numbers seem almost suspect. This means, for example, that only eight principals reported "student drug use" as a serious problem. Maybe there is some kind of reporting error. In any event, the marginal totals should probably be presented.

Second, on p. 13 I do not understand this Table. Why is this important? This means that some of the principals fall in more than one category. I do not understand how this information would be useful as reported.

Third, on p. 17 a response rate of 94 percent is reported. This is an extremely high response rate given the population of respondents being sampled. In fact, it is my understanding that principals are a particularly difficult population to sample. They typically have low response rates. It would be useful to comment on how NCES was able to get such a high response rate given the population being sampled. I am sure other research scientists would be interested to know as well.

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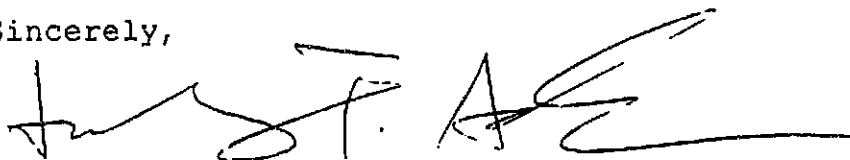
Fourth, on p. 19 there is discussion concerning the standard error. I think the first sentence is incorrectly stated. We do not estimate statistics. We estimate parameters using sample statistics, and use the sampling distribution as a hypothetical way of testing certain assumptions about the population. Additionally, the standard error is a measure of variability in the sampling distribution, not the population. I would suggest a minor revision of this paragraph. Another thought is that you may wish to drop this section and discuss the Chi Square which may be easier for some readers to grasp. This may also reduce the overall size of the report. Many readers will probably ignore the entire Standard Error Appendix. This is merely conjecture and will depend entirely on who the principal consumers of this report are.

For now these are the only comments I have. As I stated earlier, the report is presented very well. But I am sure readers will be looking for more narration to lessen the burden of having to make sense out of the many tables presented.

If you have any questions about my comments, please feel free to call on me (313) 487-2330.

GOOD LUCK!

Sincerely,



Anthony T. Adams, Ph.D.  
Assistant Professor of Sociology

**TECHNICAL REVIEW**

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A NATIONAL RESEARCH AND DEVELOPMENT CENTER

ON POSTSECONDARY LEARNING, TEACHING, AND ASSESSMENT

(NCLTA)

Center for the Study of Higher Education  
The Pennsylvania State University  
403 South Allen Street, Suite 104

The NCLTA at Penn State University has proposed to conduct a diverse and comprehensive research program which examines the undergraduate experience in four areas: the curriculum, faculty and quality of instruction, out-of-class experiences, and organizational structures and policies. Each research area has from two to five ongoing research projects. This review of NCLTA's Application for Continuation is based on quarterly reports, two-year-end summations, and several deliverables made available from the Center.

Overall, the NCLTA projects are making satisfactory progress in the two years since its inception. Several proposed projects are underway and they follow established timelines for completion. The center has exhibited great leadership quality in its mission by developing, analyzing, and reporting a wide range of practical instruments and protocol for understanding the educative process.

At this juncture allow me to outline the order of



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this review. Section I will summarize and comment on the Center's progress toward completing its four principal areas of research. Each program will be discussed separately. In many situations the summaries are cryptic as time and space precludes their exposition. Section II will discuss the progress made in the Longitudinal Panel Study. Section III I will highlight the dissemination practices implemented at the Center. Section IV will address the technical soundness, quality, and methodological issues related to the development of instruments used in the project.

## I. RESEARCH PROGRAMS

### A. CURRICULUM RESEARCH PROGRAM

The Center's three research projects under this program have developed a preliminary protocol for the analysis of interview data, course syllabi, and examinations relative to "signs and traces" of student learning. Literature reviews on cognitive mapping and pedagogical content knowledge have been developed. The Center has learned that problem-solving and creative thinking expectations differ according to field of study and social context (i.e. country, nation).

The Center has elaborated on its investigation of what constitutes student learning by adding three fields of inquiry: English, History, and modern foreign

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language. This project, however, will be suspended until Spring 1993 when tasks associated with The Indicators of Learning and The Coursework Patterns Projects have been fully completed. The appropriate methodology to derive indicators for the aforementioned fields was a topic of discourse in panel discussions. It was also determined at the International Working Conference that: (1) a common framework is needed to make reliable comparisons between countries, (2) that an international committee would be needed to review cross-cultural texts, course material, and examinations in order to overcome language barriers and cultural differences, and (3) this framework should be the labor of the Working Conference Group.

The Effect of Coursework On Learning project is on schedule, but results are not expected for some time due to the nature of the methodology proposed. However, a host of seminars with faculty from various institutions has given way to the dissemination of materials useful for better understanding the level of learning expected of students.

#### B. FACULTY AND INSTRUCTION RESEARCH PROGRAM

The Longitudinal Study of Beginning Faculty received a response rate of 80%. This is an extremely high level of response given the limitations often associated with self-administered questionnaires.

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Additionally, bibliographic searches have been conducted to learn more about faculty preparation for teaching, and The Interventions for Enhancing Teaching will not begin until later this summer. Two research sites (Seattle Central Community College and University of Washington) have been negotiated for participation in the collaborative learning project.

The Sourcebook On Collaborative Learning has been assembled for use by educators and administrators. The text conceptualizes collaborative learning, outlines implementation and assessment for universities adopting the method, and provides illustration by way of narration on universities that currently use the method.

The faculty and instruction program is essential for the reproduction of personal, social, and academic growth of students. Because the Ph.D. does not emphasize teaching, it is paramount that we investigate the instructional experiences of postsecondary teachers. This stream of research begins to fill this empty but important area.

#### C. OUT-OF-CLASS EXPERIENCES RESEARCH PROGRAM

In the Fall of 1991 the research team interviewed 132 students from four different types of institutions. The team identified important themes relating to how students become involved in the academic and social

life at their respective institutions. The themes include why students go to college in the first place, perceptions about the risks associated with attending college, and the bridge from high school or work to college. The themes raised provocative questions concerning the transition from high school or work to college. It was also learned that the themes vary according to the ethnic affiliation of the student, family background, type of institution attended, and socioeconomic factors.

In June 1992 The Transitions To College Project: Final Report was submitted. The team effectively used a cross-sectional, focus-group interview design, varying group size from one to eight. Ethical considerations of anonymity were exercised. The open-ended format was used to elicit a wide range of responses based on pre-scheduled prompts.

The importance of this project cannot be overestimated. Careful study has led to the discovery that non-traditional students' college attendance involves a transition to a new set of academic and social systems, but it also involves a cultural transition. Increased awareness and sensitivity of what is happening in non-traditional students' lives may better assist those students with adjusting to the "academic experience." Finally, the nature and experience of the transition

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process varies according to student background and the type of institution attended. Faculty must be apprised of the characteristics of students attending the institution; greater attention needs to be given to the parents of first-generation college students, and additional formal and informal means by institutions are needed to help students make a successful transition to college.

Analysis of the interviews (themes) is only the first phase of a two-tier project that will involve a greater number of interviews giving special attention to the experiences of students representing various ethnic and racial groups.

#### D. ORGANIZATIONAL STRUCTURES AND POLICIES RESEARCH PROGRAM

The team visited eleven of the twelve campuses who agreed to participate in the project to identify administrative approaches to improving undergraduate learning, teaching, and assessment. Synthesis and analysis of the qualitative component is in progress and case study papers are being prepared. Preliminary findings suggests that assessment efforts need increased faculty support, student participation in the governance of their institutions, increased senssitivity to institutionalizing courses of a multicultural nature, and other policies that fosters

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an interactive teaching/learning environment.

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III. THE LONGITUDINAL PANEL STUDY

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Data collection for this project will not begin until Fall 1992. The questionnaire instrument is being field tested at two institutions. The instrumentation, in part, was developed by the Collegiate Assessment of Academic Proficiency and NCLTA. Twenty-two sites have agreed to participate in the panel study. This project is certain to identify important academic and non-academic influences on student learning. It should also identify student attitudes toward learning as well as student cognitive development.

This project is needed for two reasons. First, it takes into account learning from the perspective of the principle stockholders in the educative process--students. This is important if we are to understand more about non-traditional students' learning skill, and if we are to compete in a global economy, then this human resource must not go untapped. It can be accomplished through non-traditional student venues. Second, by exploring other aspects of student learning in addition to standard indicators it is possible to more fully understand the dynamics of learning. In short, a great deal can be learned by examining exogenous factors which impact learning.

III. DISSEMINATION

NCLTA's dissemination program crosses over all imaginable obstacles to delivering practical, sound, and elucidated information to a diverse constituency. For instance, preliminary findings from the NCLTA have received rave reviews. The center hosted an OERI/NCLTA research seminar that was attended by department of education personnel and associated representatives as well as 35 media people. Interviews have been taken with USA Today, World Report, Education Daily, and The Chronicle of Higher Education. The center has put on five workshops on "Creating Climates for Learning" and over 23 presentations have been made at a variety of national and regional meetings. The (1992) Learning in Higher Education: A sourcebook (a description and implementation text on how to incorporate collaborative learning) has come into fruition. Innovative dissemination includes two teleconferences (both on Active Learning) and proposals for future television engagements. These modes of dissemination, of course, are pending fiscal considerations.

Without question the center has met the challenge of "spreading the word." Its presentations and conferences have addressed a diverse constituency from scholars to the media, and from research centers to the public ear.

#### IV. TECHNICAL SOUNDNESS, METHODOLOGIES, AND ADEQUACY OF

##### EXPECTED RESULTS

The Faculty and Instruction Research Program has developed a variety of instruments for assessing the instructional effectiveness of faculty, methods of instruction, collaboration, and styles of learning. The instruments include both qualitative and quantitative indicators of the teaching and learning process. The Beginning Student Questionnaire, for example, solicits information pertaining to marital status, educational institution of origin, educational performance, employment status, parents educational background, and other pertinent demographic and attitudinal information. The instrument is important because it helps researchers to identify the critical factors which contribute to student learning. Knowing more about students' learning may assist faculty serve students in productive and useful ways, and it is vital to enhancing student-teacher interaction.

The New Faculty Interview Protocol uses a number of dichotomous questions followed with open-ended response categories. These items address issues related to the hiring process, faculty support and stress, understanding students and instruction, and norms about teaching.



## Quality of the Instrumentation

The Beginning Student Questionnaire is exceptional in breadth and coverage. It is of high quality and conforms to many of the standard conventions for self-administered questionnaires. The question-order follows a logical sequence beginning with general unobtrusive demographic information (Age, Marital status, etc) and progresses to more sensitive attitudinal items. The items are well worded and seem to be devoid of any excess verbiage. Many of the items are of a categorical nature, but lend themselves to sophisticated cross-classification analyses.

There is one issue concerning the anonymity of participants which is disturbing. Participants are requested to provide both their names and social security numbers. Assurances should be made to exclude this personal information from the data matrix.

The New Faculty Protocol instrument is also of exceptional quality and it guarantees to add to our knowledge about junior faculty socialization, retention, and attrition in the academy. These mainly open-ended questions are certain to elicit the kinds of data essential for discerning the experience of "young" professors. The methodology tends to buck contemporary social scientists by overemphasizing the use of open-ended questions. These items are, however,

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illuminating and will help encourage further study by  
defining the parameters of college professors'  
experience. There may be some difficulty with coding  
and identifying discrete categories for many of the  
responses provided, but this is one trade-off that  
comes with learning more about a terrain untraveled.